DOCUMENT RESUME

ED 356 607 EC 302 047

TITLE Manual for Completing the School-to-Adult Life Transition Services Information Request Form.
INSTITUTION Southwest Educational Development Lab., Austin, Tex.
SPONS AGENCY National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE [92]
CONTRACT H133D10017
NOTE 45p.; A product of the Regional Rehabilitation Exchange Project. For a related document, see EC 302 049.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adults; Agencies; *Demonstration Programs; *Disabilities; *Education Work Relationship; *Information Dissemination; Models; Program Evaluation; Regional Programs; Rehabilitation; Secondary Education; Self Evaluation (Groups); Technical Assistance; *Transitional Programs
IDENTIFIERS *Regional Rehabilitation Exchange Project

ABSTRACT

This manual provides rehabilitation service provider organizations with necessary information and instructions for completing an Information Request Form (IRF), the first step in the process of applying for recognition by the Regional Rehabilitation Exchange (RRX) Project as an exemplary program model in the area of school-to-adult life transition services. The RRX concentrates on identifying exemplary programs for people with disabilities in five states: Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. This manual provides information about: (1) the background and purposes of the RRX; (2) service categories identified as priorities for review of exemplary program models; (3) program review procedures and criteria; (4) procedures for completing the Information Request Form; and (5) technical assistance implications for programs designated as exemplary. A sample IRF completed by an agency providing school-to-adult life transition services is attached. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED356607

REGIONAL REHABILITATION EXCHANGE

MANUAL FOR COMPLETING THE SCHOOL-TO-ADULT LIFE TRANSITION SERVICES INFORMATION REQUEST FORM

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

. . . Promoting Exemplary Programs

EC 302047

BEST COPY AVAILABLE

MANUAL
FOR COMPLETING THE
SCHOOL-TO-ADULT LIFE
TRANSITION SERVICES
INFORMATION REQUEST FORM

The contents of this publication were developed under a grant from the National Institute on Disability and Rehabilitation Research, Department of Education, Cooperative Agreement #H133D10017. These contents, however, do not necessarily represent the policy of that agency, and you should not assume endorsement by the federal government. In compliance with appropriate state and federal laws and regulations, all programs administered by and all services provided by the Regional Rehabilitation Exchange of the Southwest Educational Development Laboratory are rendered on a non-discriminatory basis without regard to race, color, creed, religion, national origin, age, sex, sexual orientation, marital or veteran status, or the presence of a non-job-related medical condition or handicap. This publication of the Regional Rehabilitation Exchange (RRX) project is made possible through a cooperative agreement of $200,000.00 from the National Institute on Disability and Rehabilitation Research (NIDRR) of the U. S. Department of Education. This project is funded 100% through federal funds.

HOW TO USE THIS MANUAL

Purpose

The Regional Rehabilitation Exchange Project (RRX) has developed this manual for public/private school and community-based service provider organizations and programs interested in gaining recognition as an exemplary program model in one of the RRX's designated service categories. These categories, identified by a project advisory council composed of policy makers, practitioners, and people with disabilities, currently include:

- School-to-Adult Life Transition Services,
- Supported Employment Services, and
- Independent Living Services.

Definitions for each of these service categories are provided following this section of the manual.

Examples of organizations and programs eligible for exemplary status include:

- public or private community-based rehabilitation service providers
- independent living centers, independent living service providers, and independent living programs
- public or private school-based transitional programs
- vocational training programs
- other providers of direct services to people with disabilities

Exemplary status can greatly benefit both your program and other service providers. For your program, exemplary status can mean broader public awareness of your services, evidence of program effectiveness for continued or increased funding support, and links to other programs like yours. For other programs, it means greater access to models and information about "what works" in the field. The long-term result is expanded and improved services for people with disabilities.

To be identified as an exemplary program model by the RRX, you must go through a review process. This manual is designed to help you through the first, most critical, step in the process: completion of an RRX Information Request Form.

Manual Contents

This manual offers information about the:

- background and purposes of the RRX,
- service categories identified as priorities for review of exemplary program models,
- program review procedures and criteria,
- procedures for completing the Information Request Form, and
- implications for programs designated as exemplary.

This manual includes a copy of a sample, completed Information Request Form (IRF) that you may use as a guide as you complete your own IRF.

Suggested Steps in Completing the IRF

1. **Read through this entire manual** before you begin to complete the IRF, to become familiar with the review process, the terms used, and the information required.

2. **Look closely at the definitions of service categories** that follow this introductory section. Be sure that your program or activity fits the category you have in mind. You are free to apply for exemplary status in any appropriate category, even if it is different from the category for which you were originally nominated.

   Notice that some service categories - for example, independent living - require you to select and complete one or more information subcategories.

3. **Review the Information Request Form** and make a quick list of the kinds of information you will need to properly complete the form. Think about the possible sources you can tap for this information, for example:

   - files, records, and documentation systems,
   - budgets,
   - annual or other reports to funding sources,
   - grant applications, or
   - program staff.

4. **Go through the IRF again,** matching questions with information sources and identifying questions for which ready answers seem not to exist.

5. **Make a plan for obtaining or compiling any missing information** that is needed. For example, many programs do not track program service delivery costs as they apply to a specific program or population. You may need to:
   - identify the relevant program costs (be sure to include costs for staff and overhead),
   - identify the number of people with disabilities served, and
   - calculate per-person costs to provide services within each category.

6. **Call the RRX if you don't understand** how to respond to a question, and/or if you need advice about how to collect missing information. One service the RRX can provide is to assist you in developing documentation systems and procedures that will help you to complete the review process.

7. **Begin answering the questions contained in the IRF,** even though you may not have all the necessary information at hand. Once you begin, you may discover that you know more than you first thought. Again, if you have questions or problems, feel free to call the RRX.

For More Information

If you have questions or need more information about pursuing the program review process or gaining recognition as an exemplary program, contact:

Regional Rehabilitation Exchange
Southwest Education Development Laboratory
211 East Seventh Street
Austin, Texas 78701-3281
(512) 476-6861 (Voice/TDD)
(512) 476-2286 (FAX)

BACKGROUND AND PURPOSES OF THE RRX PROJECT

The Regional Rehabilitation Exchange (RRX) Project was initiated in March 1983, when it first received funding from the National Institute on Disability and Rehabilitation Research (NIDRR). The RRX surveys the education, vocational rehabilitation and independent living communities for programs that demonstrate and can document especially effective service delivery to persons with disabilities and can serve as models for other agencies and organizations. Using a detailed, uniform evaluation procedure that includes peer review, the RRX reviews nominated programs that are especially effective and recognizes them formally as exemplars. These exemplary programs generally demonstrate a high success rate, surpass established performance standards, show significant and stable results, are cost-effective, and include adaptable or transportable components.

One of NIDRR's goals is to promote the widespread use of proven, effective programs among disability service professionals. To address this goal, the RRX publishes and disseminates an annual *Catalog of Exemplary Programs* that contains individual summaries describing each program receiving exemplary designation. The *Catalog* is provided to a wide audience of administrators, practitioners, teachers, and consumers interested in learning about the identified exemplary programs. In some instances, the RRX can broker and provide in-depth technical assistance to agencies or organizations interested in implementing an exemplary program design in their organization.

By identifying exemplary programs, informing the disability service community about their operations and outcomes, and supporting organizations interested in implementing exemplary program model components, the RRX hopes ultimately to contribute to the continued improvement in services provided to people with disabilities.

SCOPE OF THE RRX PROJECT

The RRX generally concentrates on identifying exemplary programs from the five states in Region VI: Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. The service area categories, or "core areas", in which programs are currently reviewed and identified as exemplary, include:

- School-to-Adult Life Transition Services,
- Supported Employment Services, and
- Independent Living Services.

Definitions of these core aeas are provided below.

- **SCHOOL-TO-ADULT LIFE TRANSITION SERVICES** are a coordinated set of activities for a special education student, designed within an outcome-oriented process, that promote movement from school to post-school activities, including:
    - post-secondary education,
    - vocational training,
    - continuing adult education,
    - integrated supported employment or competitive employment,
    - adult services,
    - independent living, and
    - community participation.

The coordinated set of transition-oriented activities shall be based upon an individual's needs, taking into account the student's preferences and interests. Activities can include instruction, community experiences, the development of employment and other post-school and adult living services, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

- **SUPPORTED EMPLOYMENT SERVICES** are designed to enable people with severe disabilities to secure and maintain employment. Such services generally provide training, placement, and ongoing, long-term support that is necessary for people to continue employment. These programs, then, do not lead to unassisted competitive employment; they are designed for people with disabilities so severe that they are not eligible for traditional vocational rehabilitation services. Within this category, exemplary programs may focus on one or more of the following specific elements of supported employment services:
  - innovative, creative funding arrangements;
  - services for specific disability groups; and/or
  - characteristics of effective job coaching.
- **INDEPENDENT LIVING SERVICES** include a broad range of services designed to improve the quality of life for people with severe disabilities via organizations and programs that are controlled by the consumers of those services themselves. Such services may include: (1) housing, (2) transportation/mobility, (3) living skills, (4) counseling, (5) community integration, and/or (6) employment-related services. Each of these areas is described below.

  Housing services may include information and referral services; assistance with financial arrangements; provision of accessible housing; skills development focused on home safety, cleaning and maintenance, in-home mobility, and/or food planning and preparation; and any other services necessary for a person with a severe disability to obtain and maintain a desired level of independence in the broad area of housing.

  Transportation/mobility services involve the development of personal and community resources to facilitate and increase mobility. Services may range from assistance with vehicle modification or purchase of a modified vehicle, to assistance of appropriate public transportation, to skills development in orientation and mobility.

  Living skills services include training and assistance related to daily living needs. Services may include skills development related to communication, personal hygiene and dress, and problem-solving; provision of adaptive equipment or devices; and/or specialized training for personal attendants.

  Counseling services may range from peer support services to ongoing individual counseling aimed at development of specific behaviors. Group counseling, personal and social adjustment counseling, sexuality counseling, and/or referral to appropriate professional counseling resources may be provided within this category.

  Community integration services may involve a range of activities, including individual/group advocacy, recreation, consumer skills development, and/or training in basic academic skills. General activities facilitating implementation of the Americans with Disabilities Act at the community level may be addressed in this section.

  Employment-related services address a variety of issues related to employment of people with severe disabilities. They may include direct employment services such as job or career development, job placement, or supported employment services; training or support related to job modification, retention, or mobility; and/or community and employer awareness efforts focusing on the benefits of hiring people with severe disabilities.

PREREQUISITES FOR PROGRAM REVIEW

Each program nominated for consideration as exemplary must meet a set of prerequisites. Before further program evaluation occurs, each nominated program must first assure that it:

- has clearly defined program goals, objectives, and activities;
- is performing activities that correspond to one of the current RRX core areas;
- has been in existence for at least two years prior to consideration as exemplary by the RRX Peer Review Advisory Council, and expects to continue operation for at least one year past the time of annual *Catalog* publication, or has received a waiver from the RRX Peer Review Advisory Council;
- meets necessary state/federal certification or accreditation requirements, where applicable;
- can demonstrate program effectiveness through accumulated documentation of program services and consumer outcomes;
- has kept records of expenditures for a recent twelve-month period in the categories of personnel, facilities, equipment, and materials;
- is able to provide descriptive program information through the Information Request Form and an onsite visit;
- is willing to share descriptive information with interested professionals through telephone, letter or site visits;
- will keep records of these contacts and report to the RRX; and
- is willing to act as technical assistance consultant to assist other schools or organizations wishing to adopt or adapt the exemplary program to their own system.

Staff of the nominated program will conduct a self-assessment for compliance with these prerequisites. If all requirements are met, nominated program staff will proceed with the review process by completing the Information Request Form and returning it to the RRX for analysis.

CRITERIA USED IN REVIEW

Since its inception, the RRX has developed, expanded, and refined the review process by which exemplary programs are identified. The criteria used for review have evolved into a system consisting of eleven separate critical factors. These factors are related to a weighting system that assigns to each a specific weight relative to its importance in the evaluation process. The RRX Peer Review Advisory Council has adopted these criteria as being those characteristics of critical importance to be considered in the classification of all exemplary programs. Following is a list of these critical factors.

1. Program Goals and Objectives
2. Target Population
3. Consumer Involvement and Satisfaction
4. Documentation/Good Record Keeping
5. Success Rate
6. Cost-Effectiveness
7. Comprehensiveness

8. Evaluation Criteria
9. Staffing Patterns
10. Transportability
11. Innovativeness

The chart on the following page provides brief descriptions of each critical factor.

REVIEW PROCEDURES

The RRX program review procedures have been developed to identify those programs that are exemplary or outstanding in their results. It utilizes an evaluation system that applies a set of criteria to descriptive program information together with an onsite observation to determine whether the documented program effects are truly outstanding.

The schematic on the next page illustrates the sequence of events that constitute the RRX review process. The process is begun when a potential exemplary program is identified, either by persons within that program or by an outside third party well-acquainted with the program. RRX staff contact the nominees to determine whether they meet the review prerequisites and if they desire to undergo the review procedures by providing information about the program. If so, the nominee completes an Information Request Form and forwards it to RRX staff, who analyze it by applying a weighted information system.

After evaluating a program in regard to the data provided on the completed Information Request Form and according to the critical factors previously described, RRX staff may eliminate a nominated program from further consideration. Reasons for this decision might include:

- failure of the nominated program to correspond with one of the core areas identified by the Peer Review Advisory Council;
- insufficient outcome data, however defined by the program;
- inadequate descriptions of program operation; or
- incomplete follow-up data.

If a program nominee is eliminated from further consideration, RRX staff will provide a written notification to program representatives, and no onsite visit will be planned. If application of the review criteria indicates that the nominated program should be reviewed further, an onsite visit will be scheduled.

The RRX has published a Manual for each current core area. Each Manual is available in accessible formats, upon request. Copies of any of the Manuals may be obtained by contacting the Regional Rehabilitation Exchange.

CRITICAL FACTORS AND THEIR CHARACTERISTICS

In reviewing each program, RRX staff analyze specific characteristics to determine the extent to which the nominee provides descriptive information addressing each critical factor.

The RRX Peer Review Advisory Council has not established absolute standards for each critical factor. For example, a program need not address each critical factor to the same extent for it to be

RRX
Critical Evaluation Factors

CRITICAL FACTOR	WEIGHT FACTOR	DISCUSSION
Program Goals and Objectives	*	Are program goals adequately reflected in program activities?
Target Population	0.50	What are the characteristics of the consumer group served by the program, e.g., age, education level, type/severity of disability?
Consumer Involvement and Satisfaction	1.00	Are consumers and/or family members actively involved in the implementation of the program?
Documentation	1.00	Are records related to consumer entry/exit, placement, follow-up, and program costs complete, up-to-date, and accessible?
Success Rate	0.75	Has the program developed measures for success which are objective, quantifiable, and appropriate to the priority area?
Cost-Effectiveness	0.25	What per consumers costs are required to deliver program services?
Comprehensiveness	0.25	Does the program provide a full range of consumer services appropriate to achieving program goals?
Evaluation Criteria	0.50	By what methods are the outcomes of program operation assessed, by whom, at what intervals, and for what purposes?
Staffing Patterns	0.50	What types/number of staff, and with what qualifications, are required to implement the program?
Transportability	0.50	Can the program be replicated in another location with the expectation that similar results will be obtained?
Innovativeness	0.50	Does the program embody a novel approach to addressing the rehabilitation-related issue?

* This factor is the initial point of elimination. Programs not satisfying this criterion will be considered ineligible for exemplary status and will not undergo further consideration in terms of the remaining nine criteria.

BEST COPY AVAILABLE

RRX REVIEW PROCESS

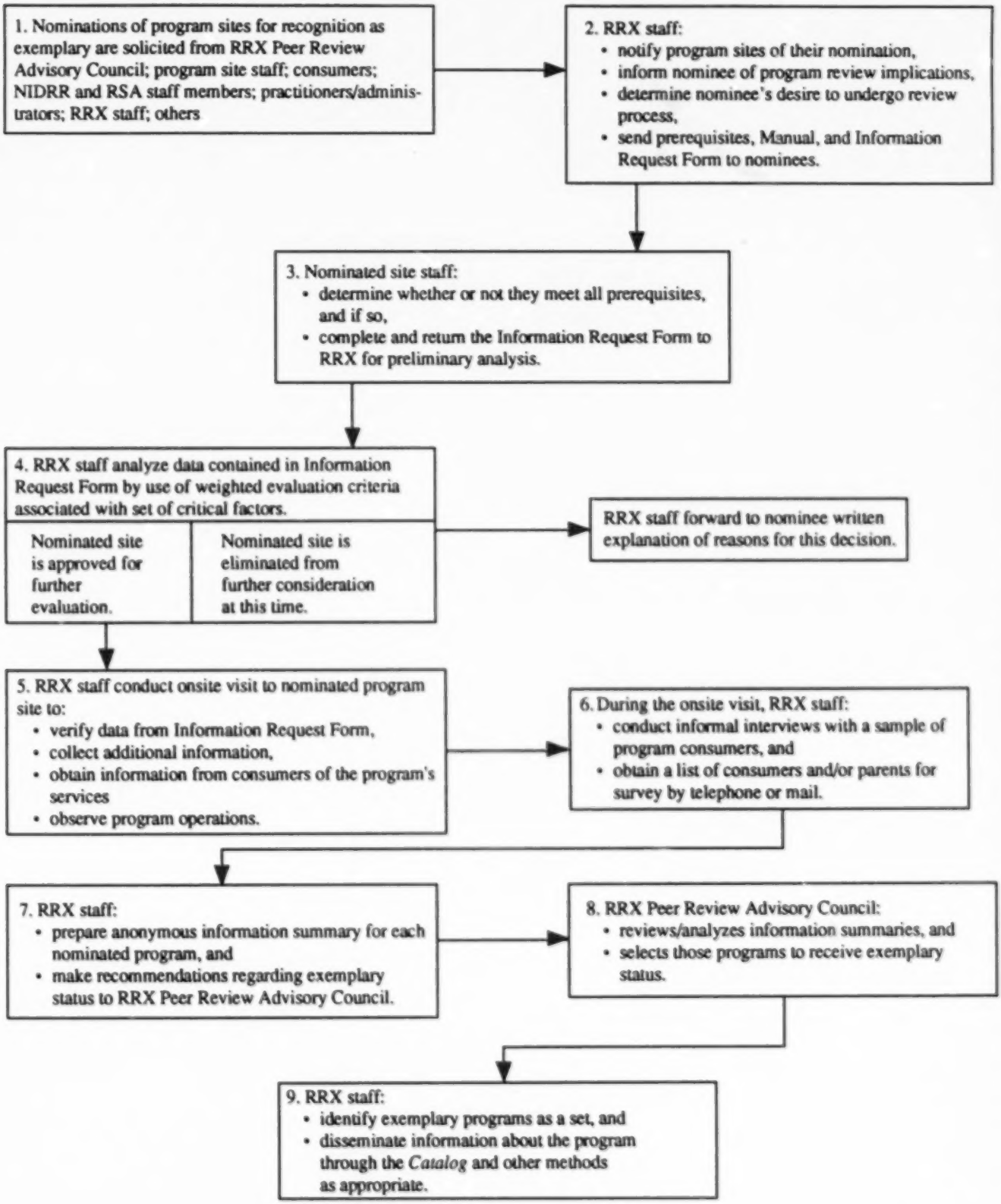

1. Nominations of program sites for recognition as exemplary are solicited from RRX Peer Review Advisory Council; program site staff; consumers; NIDRR and RSA staff members; practitioners/administrators; RRX staff; others
2. RRX staff:
• notify program sites of their nomination,
• inform nominee of program review implications,
• determine nominee's desire to undergo review process,
• send prerequisites, Manual, and Information Request Form to nominees.
3. Nominated site staff:
• determine whether or not they meet all prerequisites, and if so,
• complete and return the Information Request Form to RRX for preliminary analysis.
4. RRX staff analyze data contained in Information Request Form by use of weighted evaluation criteria associated with set of critical factors.
Nominated site is approved for further evaluation.
Nominated site is eliminated from further consideration at this time.
RRX staff forward to nominee written explanation of reasons for this decision.
5. RRX staff conduct onsite visit to nominated program site to:
• verify data from Information Request Form,
• collect additional information,
• obtain information from consumers of the program's services
• observe program operations.
6. During the onsite visit, RRX staff:
• conduct informal interviews with a sample of program consumers, and
• obtain a list of consumers and/or parents for survey by telephone or mail.
7. RRX staff:
• prepare anonymous information summary for each nominated program, and
• make recommendations regarding exemplary status to RRX Peer Review Advisory Council.
8. RRX Peer Review Advisory Council:
• reviews/analyzes information summaries, and
• selects those programs to receive exemplary status.
9. RRX staff:
• identify exemplary programs as a set, and
• disseminate information about the program through the *Catalog* and other methods as appropriate.

FIGURE 1

CRITICAL FACTOR	CHARACTERISTICS	ITEMS ON INFORMATION REQUEST FORM
1. Program Goals and Objectives	School-to-Adult Life Transition Services represent a coordinated set of activities for a special education student, designed within an outcome-oriented process, that promote movement from school to appropriate post-school activities, including: • post-secondary education, • vocational training, • continuing adult education, • integrated supported employment or competitive employment, • adult services, • independent living, and • community participation. The coordinated set of transition-oriented activities shall be based upon an individual's needs, taking into account the student's preferences and interests.	IE, IF, IG, IIIA, IIIB, IIIC, IIID IIIE
2. Target Population	The range and level of disabilities represented by program participants is well documented. The program demonstrates services appropriate to the: • number of students served, and • the types and severity of disabilities they represent.	IC, ID, IIA, IIB, IIC, IID
3. Consumer Involvement And Satisfaction	The School-to-Adult Life Transition Services program actively involves students and/or family members by: • encouraging student participation in developing the IEP/ITP and their reviews or revisions, as necessary; • identifying individual student interests, preferences, likes and dislikes and using this consumer-provided information to guide transition planning activities; • expanding student awareness and understanding of business and community-based employment options; and • regularly soliciting feedback from the student and/or family members regarding satisfaction with transition activities and outcomes.	III, IIIF, IIIG, VE, VIIIB,VIIIC

FIGURE 1 (continued)

CRITICAL FACTOR	CHARACTERISTICS	ITEMS ON INFORMATION REQUEST FORM
4. Documentation/Good Record Keeping	The School-to-Adult Life Transition Services program has complete, up-to-date records on: • student demographics, • student intake, • student assessment/evaluation, • student IEP/ITP development and review, • student follow-up, • program costs, and • program outcomes. The School-to-Adult Life Transition Services program has complete, up-to-date records documenting that students have a variety of potential transition options, such as: • post-secondary education, • vocational training, • continuing adult education, • integrated supported employment or competitive employment, • adult services, • independent living, and • community participation.	IC, ID, IIA, IIB, IIC, IID, IIE, IIF, IIG, IIH, III, IVA, IVB, IVC, VB,VC, VIIB

5. Success Rate	Student transition outcomes:
	• encompass a range of post-school activities, including
	  • post-secondary education,
	  • vocational training,
	  • continuing adult education,
	  • integrated supported employment or competitive employment,
	  • adult services,
	  • independent living, and
	  • community participation;
		IVA, IVB, IVC, VA, VC

FIGURE 1 (continued)

CRITICAL FACTOR	CHARACTERISTICS	ITEMS ON INFORMATION REQUEST FORM
	• are appropriate to the outcome-related IEP/ITP objectives; and • reflect individual student needs and preferences. Of all the students receiving transition services, at least 75% have outcomes documented from among the categories listed above. The program has a relatively small dropout rate.	
6. Cost Effectiveness	The School-to-Adult Life Transition Services program can provide information to compare program benefits vs. program costs by computation of the following equations: • total annual program budget divided by the total number of students receiving transition services per year, and • total annual program budget divided by the total number of students completing the program and transitioning to appropriate post-school activities per year. Information is available to determine the extent to which the School-to-Adult Life Transition Services program has access to and depends upon external resources/ assets for its operation, rather than the school/organization budget alone.	VIA, VIIB, VIID
7. Comprehensiveness	Students have access to a continuum of services or course offerings as needed, either because the School-to-Adult Life Transition Services program: • provides these services directly, or • offers organizational access to them. Necessary community-based support services are easily available to students and are closely integrated with the School-to-Adult Life Transition Services program. All services are offered in the mainstream of academic activity and are relevant and appropriate for direct transition to appropriate post-school activities.	IA, IB, IC, ID, IE, IF, III, IIIC, IIID, IIIE, IIIF, IIIG, VIIIA, VIIID

FIGURE 1 (continued)

CRITICAL FACTOR	CHARACTERISTICS	ITEMS ON INFORMATION REQUEST FORM
8. Evaluation Criteria	To plan, develop, report, and refine its activities, the School-to-Adult Life Transition Services program considers the extent to which it has: • met established program goals, and • addressed individual student transition needs, as indicated in the IEP/ITP. The School-to-Adult Life Transition Services program also considers the improvement in outcomes as compared to levels existing before the transition services were offered. The program can translate evidence of program effectiveness into a rationale for recognition as an exemplary model.	IG, IIII, IIIJ, VA, VC, VD, VE
9. Staffing Patterns	School-to-Adult Life Transition Services program staff, both collectively and individually, are: • adequate in number to effectively manage and implement the program, • sufficiently well qualified and trained, • able to meet any specialized program implementation needs, and • "common" enough to be found elsewhere should the program be exported to another location.	VIA, VIB, VIC
10. Transportability	Enough evidence exists to warrant the expectation that the School-to-Adult Life Transition Services program could be implemented elsewhere, with similar resources, and produce similar results. The program either: • is an adaptation of a similar program existing elsewhere, or • has been adopted/adapted by another school/organization. The program is original in that it: • addresses/solves in a unique way a educational problem in the area of school-to-adult life transition, or • embodies a new idea in the transition field.	VIIC, VIIIE, VIIIF

FIGURE 1 (continued)

CRITICAL FACTOR	CHARACTERISTICS	ITEMS ON INFORMATION REQUEST FORM
11. Innovativeness	The program also offers a unique combination of characteristics related to: • target population, • success rate, • comprehensiveness, and • transportability.	Information is reflected in those items on the IRF relating to these factors. During the onsite visit, information may also be collected.

deemed exemplary. However, addressing only a few factors extensively to the relative exclusion of most of the others may jeopardize the program's selection as exemplary. During the Peer Review Advisory Council's review, information is compared on all related programs nominated for exemplary status. For this total set, a limited number of programs are selected depending on the relative cross-rankings resulting from the comparison process.

In their selection of exemplary programs, members of the Peer Review Advisory Council bear in mind one of the RRX Project's primary priorities: to develop a pool of technical assistance resources representing a wide range of diverse approaches to disability service issues. There may be a number of in-region programs conducting similar activities and producing similar outcomes. It is probable that only one representative of like programs will be recognized, although several may offer worthy programs.

IMPLICATIONS OF EXEMPLARY PROGRAM DESIGNATION

Benefits of designation as an exemplary program are frequently derived from the recognition as a model to be emulated by others. It is possible to gain regional, as well as national, recognition as a unique, innovative, and effective program. This recognition earned from the larger disability service community often enhances the local community opinion of the exemplary program.

To increase awareness of identified exemplary programs and to encourage their adoption or adaptation by other service organizations, the RRX annually publishes and disseminates the *Catalog of Exemplary Programs*, which contains detailed descriptions of all programs identified by the RRX Peer Review Advisory Council. Copies of the *Catalog* can be obtained by contacting the RRX.

All programs awarded exemplary status accept the responsibility to serve as a technical assistance resource to other agencies or organizations interested in implementing similar program components elsewhere. Representatives of exemplary program models should be willing to:

- make a presentation on the exemplary program model at scheduled meetings/conferences
- share exemplary program model-related information with interested service providers through telephone contacts, written correspondence, or onsite visits
- maintain periodic communication with RRX staff to report any contacts that appear to have the potential to result in a technical assistance activity
- assist RRX staff in identifying service providers that might be appropriate to receive technical assistance
- act in the role of a consultant to provide technical assistance to other organizations wanting to adopt or adapt the exemplary program, or one of its components, in their own service delivery systems; all formal technical assistance activities of this nature are scheduled in a manner mutually acceptable to exemplary program staff and staff of the adopting organization and are specified in a detailed *Memorandum of Agreement* signed by all parties involved, including the RRX
- prepare a report documenting the details of the technical assistance provided and any plans for follow-up with the adopting agency or organization
- provide feedback to RRX staff regarding the appropriateness and perceived effectiveness of technical assistance activity

As indicated in these exemplary program responsibilities, specific methods to encourage continued involvement with the RRX may include making formal presentations at local, statewide, and professional meetings or conferences. Such presentations allow the exemplary program staff to describe more fully to professional colleagues the operations and outcomes of the exemplary program.

In addition to the conference or workshop attendance, exemplary program staff may be requested to provide limited, more directed technical assistance and training to organizations interested in components of exemplary programs.

COMPLETING THE INFORMATION REQUEST FORM

Example The following pages contain an example of a completed Information Request Form.

Application Complete this particular form only if your program provides Independent Living Services. **DO NOT** follow this example if your program lies in any core area other than Independent Living Services. Separate Manuals are available for programs in other core areas.

Purpose The sample Information Request Form will provide information about possible responses to specific items. This is for demonstration purposes only and should not direct the content of the respondent's answers.

Program Because each nominated program has unique characteristics, answers to Information Request Form items may vary considerably.

Important The example which follows is **NOT** intended to reflected the desired response from any persons completing the form.

Attachments After completing the Information Request Form, attach any additional comments or program-related information you believe will help RRX staff to evaluate your program.

Questions If you have questions or need more information when completing the form, contact the Regional Rehabilitation Exchange, **(512) 476-6861 (Voice/TDD)** and **(512) 476-2286 (FAX).**

PEER REVIEW ADVISORY COUNCIL MEMBERS

September 1, 1992 through August 31, 1993

SUE GASKINS
Project Director
Increasing Capabilities Access Network
2201 Brookwood Drive, Suite 117
Little Rock, Arkansas 72202
(501) 666-8868 FAX: (501) 666-5319

ALLEN MINER
Senior Counselor
Ability Resources
1724 East 8th Street
Tulsa, Oklahoma 74104
(918) 592-1235

JERRY NICHOLS
Field Services Director
Department of Human Services
Arkansas Division of Services for the Blind
P.O. Box 3237
Little Rock, Arkansas 72203
(501) 324-9270 FAX: (501) 324-9280

ARTURO RAMOS
Placement Coordinator
TASK-MASTERS
5310 El Paso Drive
El Paso, Texas 79905
(915) 779-6431

IMOGENE RAY
Facilities Specialist
Division of Vocational Rehabilitation
State Department of Education
435 St. Michael's Drive #D
Santa Fe, New Mexico 87505
(505) 827-3522 FAX: (505) 827-3746

CARL B. RISINGER
Program Specialist
Texas Rehabilitation Commission
4900 North Lamar Blvd.
Austin, Texas 78751-2316
(512) 483-4140

MARY KAY SANDERS
Program Specialist
Texas Transition Task Force
7800 Shoal Creek, Suite 171-E
Austin, Texas 78757-1024
(512) 454-1469 FAX: (512) 323-0902

PATRICIA SASTOQUE
Program Manager
Volunteers of America
3900 North Causeway Blvd., Suite 750
Metairie, Louisiana 70002-7291
(504) 836-5225 FAX: (504) 836-5233

EX-OFFICIO MEMBERS

ELLEN LIBERTI BLASIOTTI
Project Officer
National Institute on Disability and
Rehabilitation Research
U.S. Department of Education
Mary E. Switzer Building
400 Maryland Avenue, S.W., Mail Stop 2646
Washington, D.C. 20202-2646
(202) 205-9800 FAX: (202) 205-8515

LOERANCE DEAVER
Regional Commissioner
Rehabilitation Services Administration
Region VI
U. S. Department of Education, OSERS
1200 Main Tower Building, Room 2140
Dallas, Texas 75202
(214) 767-2961

PRESTON C. KRONKOSKY, Ph.D.
President and Chief Executive Officer
Southwest Educational Development Laboratory
211 East Seventh Street
Austin, Texas 78701-3281
(512) 476-6861 FAX: (512) 476-2286

Regional Rehabilitation Exchange

SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY

School-to-Adult Life Transition Services

INFORMATION REQUEST FORM

For the Identification of Exemplary Programs

EXAMPLE

School-to-Adult Life Transition Services are a coordinated set of activities for a special education student, designed within an outcome-oriented process, that promotes movement from school to post-school activities, including:

- post-secondary education,
- vocational training,
- continuing adult education,
- integrated supported employment or competitive employment,
- adult services,
- independent living, and
- community participation.

The coordinated set of transition-oriented activities shall be based upon an individual's needs, taking into account the student's preferences and interests. Activities can include instruction, community experiences, the development of employment and other post-school and adult living services, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

QUESTIONS RELATING TO THE LARGER ORGANIZATION

PROGRAM NAME: Opportunities In School Transition Service

SCHOOL/ORGANIZATION NAME: Clear Water Independent School District

ADDRESS: 846 Lincoln Avenue

CITY/STATE: Dallas, Texas ZIP CODE: 78753

CONTACT PERSON: Joseph Williams PHONE (214) 478-6803

TITLE Transition Coordinator

I. GENERAL DESCRIPTION

A. What services are provided by your nominated program?

- [X] Counseling/Guidance Services
- [ ] Vocational Evaluation
- [X] Job Placement
- [ ] Speech and Hearing
- [ ] Independent Living Training
- [ ] Vocational Development
- [X] Vocational Counseling
- [ ] Rehabilitation Engineering
- [ ] Residential Services
- [ ] Specific Occupational Skills Training
- [X] On-the-Job Training
- [ ] School-Based Health Services
- [ ] Other (Please Specify)
- [ ] _____

B. How would you classify your school/organization? (CHECK ONE)

- [ ] Private Non-Profit Organization
- [ ] Private For-Profit Organization
- [X] Public School District
- [ ] State Agency
- [ ] Other (Please Specify)_____

C. Does your school/organization serve persons classified as severely disabled?

- [X] YES
- [ ] NO

If yes, what percentage of the total population of students with disabilities is classified as having a severe disability?

20%

What is the ethnic distribution among this group?

50% Hispanic	10% White
35% African-American	5% Other

If the transition services program is part of a post-secondary academic institution, please answer questions D. - G.

D. What is the current student enrollment at your institution? _____

Of this number, how many are students with disabilities? _____

EXAMPLE

E. How many courses of study are offered at your institution? _____

F. How many campuses are represented by your institution? _____

Are all campuses accessible for use by students with disabilities? _____

G. What is the institution's philosophy (including program goals) related to students with disabilities?

EXAMPLE

II. STUDENT POPULATION DESCRIPTION

A. How many students are presently receiving services in the transition services program?

B. Students in this program:

- range in age from 18 to 21 years;
- have an average age of 17 years;
- have achieved an average educational level of 11th grade;
- range in educational levels from 10th grade to 12th grade; and
- represent the following racial/ethnic groups by percentage:
  - Caucasian 8%
  - African-American 29%
  - Mexican-American/Hispanic 60%
  - Asian/Pacific Islander 1%
  - Native American 2%
  - Other (please specify) _____

C. List the major special education categories or disability groups (and the respective number of students in each) for those students currently in the transition services program. Please be specific when describing each group.

SPECIAL EDUCATION/DISABILITY GROUP CATEGORIES	NUMBER
Mental Retardation (mild-severe)	10
Learning Disability	17
Emotional Disturbance	13
Orthopedic Impairment	9
Visual Impairment	2
Hearing Impairment/Deafness	3
HIV/AIDS	1
	55

D. What numbers of students are currently in the following living arrangements?

	NUMBER
living independently	1
supported/supervised living arrangement	2
institutional living arrangement	0
living with family	52
other:_____	_____

E. Are students referred into the transition services program?

No, because students are admitted through the Admission, Review and Dismissal Committee for the program in special education.

If so, how many referrals to the program are made by each referral source, on an annual basis?_____

EXAMPLE

F. Are all special education students included in this transition services program? If not, please describe some of the characteristics that would make a student "ineligible" for the program.

All special education students are currently participating in the Opportunities in School Transition Service.

G. What types of student evaluation information are available to you when a student enters the program?

In addition to academic achievement, medical, and psychological evaluation data, vocational evaluation data are also available.

How is it used?

The vocational and psychological assessment, in addition to the Transition Plan, are used for career development and planning, job placement and for providing related services for support.

EXAMPLE

H. What additional evaluation information, if any, is collected once students are admitted into the transition services program? For post-secondary programs, please describe any in-house career/vocational assessment services available to students.

Vocational interest test data are used to assist in the job development process.

I. At the current time, are students receiving supplementary services from outside agencies?

If so, what types of services are routinely provided, and from what source(s)?

The types of services are vocational evaluation (state vocational rehabilitation agency); transportation (city, county); psychological counseling (independent with licensed/ certified counselor); advanced job training for unique placement (community-based).

III. PROGRAM DESCRIPTION

A. When was the transition services program begun? September, 1988

B. Provide a brief history of the transition services program from its beginnings to the present time. (Attach an additional page, if necessary.)

Funded by the Clear Water Independent School District, this program provides specific training and assistance to students with disabilities who are placed in special education. The program includes a curriculum for self-concept building, motivation and self-esteem, counseling support, academic support including computerized remedial laboratories in reading and math as may be needed by individual students. It has a proactive program for identifying students' needs and resources, the development and evaluation of goals, and entry and exit criteria for program participation.

C. How does the program fit into the overall school/organizational structure? (Please attach an organizational chart, if available.)

Chart Attached

EXAMPLE

D. Through what sequence of steps would a "typical" student progress from the point of program entry through program exit? Include any general services that may precede or follow transition services. (You may wish to use a flow chart to illustrate the sequence of steps in this process.)

1. Admission/Review/Dismissal/Placement
2. Transition Committee/Transition Plan Review
3. Additional Vocational/Evaluation
4. Vocational Counseling
5. Development of Plan for Related Services
6. Career Exploration Classes
7. Life Skills Classes (optional)
8. Job Readiness/Vocational Education Classes
9. On-the-Job Placement (optional)
10. Post-placement Support
11. Post-placement Counseling
12. Follow-up Evaluation

E. Is an individualized transition plan prepared for each student in the program? Yes

If so, what are the major elements of the plan? (Please attach a sample form, if available)

1. Assessment data 2. Training for placement 3. Counseling activities
4. Short and long term vocational/independent living goals
5. Persons responsible for carrying out plan/timelines

Who develops the plan? Teacher, Counselor, Parents, Students, Transition Coordinator

Who usually participates in the planning process? Same

F. What specific activities are undertaken to: (use an additional page, if necessary)

1. gauge student desire or interest in being involved in transition activities?

A vocational interest inventory and individual counseling are used to gauge students' desires and interests related to employment

2. expand the level of student awareness and understanding of employment options available in the community?

Students are involved in a pre-employment orientation that discusses employment options, and availability of jobs, and core-skill curriculum planning focuses on employment-related skills that are targeted for discovery of employment options.

3. identify student preferences, likes, and dislikes regarding employment options?

Students are given pre-vocational assessment prior to the Transition Committee meeting to develop transition plan, and students/family members are asked for periodic feedback about satisfaction with employment options.

4. monitor student progress in the transition services program?

Students are monitored through individual counseling session, teacher reports, academic progress and employer or on-site visitation. Interviews with students during the program are centered on employability skills, attitudes, getting along with co-workers, peers, conforming to work schedules/routines, and other work-related behaviors.

5. teach students work-related, but not necessarily job-specific, skills (e.g., grooming, personal/social adjustment, money management, transportation)?

Students are taught through the life and social skills classes appropriate behavior, ranging from interviewing techniques, dress, time management, and utilization of human services, to personal development. General vocational education classes are also used to address the appropriate behavior dimensions of work.

6. match students with appropriate career and specific employment opportunities?

Students are matched with appropriate career and employment opportunity based on vocational assessment, academic and vocational classes, progress report, staff recommendations and employer's interest. Students/family members must approve of all employment opportunities for them to become occupational goals.

EXAMPLE

Who usually performs these activities and from what source(s) are they funded?

Transition Coordinator and/or vocational counselor from School District Budget

7. assess student and employer satisfaction with the job placement?

Student and employer are given an appraisal of performance survey on a monthly basis to identify potential problems before they escalate.

8. inform the student's family of the transition-related rights of the student?

The student's family is given a brochure that explains their rights. The hearing procedure; in addition, it describes the transition services and options open to the student's entry into the program.

9. involve the student's family in transition-oriented activities and support?

Parents are encouraged to actively participate in the development of the IEP/ITP and attend IEP/ITP meetings. The school has designated personnel to work with families and services as a liaison between school and community.

EXAMPLE

G. Is there a "core" set of services delivered to every student in the transition services program, or does service delivery vary according to each student's needs and abilities?

The set of services is usually offered to most students. Assessments determine need for related services or other needs that would be appropriate to be addressed.

If it is flexible, what student characteristics, generally, warrant individualization?

Flexibility in the program is based on alternative approaches to accomplish the IEP and ITP goals for each student.

H. How is your school/organization's academic/vocational education program linked to the transition services program?

The school district's secondary education department has established an Office of Transition Services which regularly convenes a meeting of representatives from the various services providers, community-based groups, and employers to plan, cross-reference services rendered, discuss possible duplication of services, and establish continuing communication regarding those served.

Do students in the transition services program receive any vocationally-oriented certificates or licenses upon completion of the program?

No

I. How is the effectiveness of the transition services program measured?

The program has an evaluation system which measures the following:

- student's length of stay on job
- student's success/completion regarding post-secondary placement
- promotion on job
- student's satisfaction with placement
- student's satisfaction with skills received in program and applicability to job placement
- employer satisfaction with student skills

J. Why do you feel that the transition services program is outstanding or exemplary?

The OIS transition program has increased access, job competence, improved services and high quality outcomes for students with disabilities. The involvement of our students with disabilities in the program has reduced human services support and helps to place students into the economy through jobs. Currently the program has documented that 60 percent of its students remain in their job for one year or more.

EXAMPLE

IV. SELECTED PROGRAM OUTCOMES

A. Describe the student's participating in the transition services program and the employment placements that have resulted for these students that have been documented across a recent 12-month period. For each special education or disability group, indicate (1) the numbers of students entering the program, (2) the numbers of students placed in competitive employment positions at least half-time (50 percent), and (3) the numbers of students maintaining employment for 60 days or more.

In reporting, consider the student's primary disability as determined by medical or psychological information. If more than two disabilities are present, please list in the multiple disabilities category. **DO NOT** include a student in more than one category.

The data contained in the following table describe the 12-month period (or school year) from September 1, 1989 through May 30, 1990.

Category	No. Students Entering Program	No. Students Placed in Employment	No. Students Maintaining Job 60 days or more
TOTAL	55	54	43
Mild-moderate mental retardation	10	10	9
Severe-profound mental retardation			
Hearing impairment/Deafness	3	3	3
Visual impairment/Blindness	2	2	2
Deaf-Blind			
Autism			
Cerebral Palsy			
Emotional Disturbance	12	13	10
Long-term mental illness			
Amputation			
Orthopedic impairment	9	9	8
Spinal cord injury			
Head injury			
HIV/AIDS	1	0	0
Other Health Impairment			
Alcohol/drug addiction/abuse			
Learning disability	17	17	11
Speech disorder			
Multiple disabilities			
Other (specify)			

EXAMPLE

B. For the same 12-month period (or school year) specified in IV.A, please provide data for the following occupational categories into which employment placements were made and maintained for 60 days after placement. (NOTE: The total number of students placed into employment positions should equal the TOTAL number specified as placed and maintained for a minimum of 60 days in employment in the previous question.)

Occupational Category	No. Students Placed	Hourly Wage Range (Low-High)
Professional, Technical, Managerial	8	$5.00 - $8.50
Service	24	$ 4.50 - $ 5.50
Clerical & Sales	2	$ 5.50 - $ 5.85
Processing	1	$ 6.00
Machine Trades		
Bench Work		$ 5.25 - $ 5.85
Structural Work		
Miscellaneous (specify)		

EXAMPLE

C. Please provide information for the following categories, for the same 12-months period specified in IV.A.

Category	No. of Students
Number of students completing the transition program that are not employed	12
Number of students completing the transition program that are entering post-secondary education (including specialized vocational training)	2
Number of students completing the transition program that are receiving adult public assistance services	11
Number of students completing the transition program that are living in a less restrictive living arrangement than when entering the program	2
Number of students completing the transition program that are participating in new ways in their local community	11
Number of students completing the transition program that were employed through supported employment activities	27
Number of students NOT completing the program	1

EXAMPLE

V. FOLLOW UP INFORMATION

A. Describe the follow-up activities provided by the transition services program, including data collection.

The program provides the following follow-up activities:

1. Post-program data collection from students and employers
2. Twice yearly post-seminars for students and parents to discuss progress, problems, concern, etc.
3. Selected job-site visitation to observe student in work environment
4. Student referral to sources for continuing education, skill development, etc.

B. By checking the appropriate cells in the table below, indicate at what intervals following exit from the transition services program the follow-up information is collected, and from what sources.

Source	Intervals of Time Following Job Placement						
	30 days	60 days	90 days	6 mos.	9 mos.	1 yr.	2 yrs. or more
VR Counselors		√		√		√	
Former Students	√	√	√	√	√	√	
Family Members	at no particular interval, but as needed						
Employers	√	√	√	√	√	√	
Other (specify)							

EXAMPLE

C. What types of information are generally gathered in follow-up contacts?

The types of information gathered from follow-up contacts are student satisfaction, student plans, raise or promotion, family support and employer appraisal.

D. In your judgment, what are the characteristics that commonly describe students making a relatively smooth transition from school to adult life?

1. Student self-esteem
2. High motivation
3. Employer flexibility
4. Strong employer orientation program
5. Fellow employee mentorship
6. Ability to cope with stress
7. Continuous job training
8. Ability to communicate well

E. In what ways have state agency vocational rehabilitation counselors facilitated accomplishments of students in the transition services program?

- share employment information with student, parent, and employers
- facilitate the acquisition of funds for students' use
- provide counseling and guidance
- develop Individual Written Rehabilitation Plan and provision of associated support services

VI. PROGRAM STAFF

A. The following staff are involved in providing transition program services:

Job Title	No. Staff	% Time	Primary Job Roles
Transition Coordinator	1	100	Adminstration; management;ITP/ARD meetings; counseling;ITP dev.; school/com. liasion
Diagnostician Evaluator	1	25	Testing & evaluation; counseling; ITP/ARD meeting; develop ITP
Teacher	4	100	Teaching special education and life skills classes, job readiness classes
Teacher Aides	4	100	Assist in instruction; tutoring; interpreting; notetaking; recording; mobility assistance
Vocational Counselor	1	50	Counseling; testing; information & referral services; supported employment services;
			Coordinate the Business Advisory Committee community liaison, job placement; follow-up

EXAMPLE

B. What characteristics, if any, have been found to describe transition services program staff who are thought to be especially effective?

Skillful, experienced, resourceful and open-minded regarding providing services and support to students preparing for post-secondary experiences.

C. What specific activities/materials/curriculum are used for training transition services program staff members?

In-service and pre-service are done quarterly to address problems, strategies and techniques, employment options and recent research regarding services to students with disabilities.

Are these activities/materials documented and available for use by other schools/organizations?

VII. PROGRAM COSTS/INCOME

A. Does the organization have an established fee-for-service schedule for transition program services?

If available, please attach a copy.

B. Costs associated with providing the current level of transition program services ON AN ANNUAL BASIS are as follows:

Category of Cost	Dollar Amount	% Paid from Budget of School/Organization
Personnel	210,000	100
Facilities/Space	12,18	100
Equipment	819	50
Material	7,010	100
Transportation	5,000	100
Other		
TOTAL	261,013	99%

EXAMPLE

Of this total dollar amount, the following amounts come from:

1. federal funding: $ 13,408.50
2. state funding: $ 247,604.50
3. local community agency/organization funding: 0
4. other (please specify): 0

C. In your judgment, what kinds of costs might be associated with "start-up" of a similar transition services program in another school/organization? These "start-up" costs would not be expected to continue past the first year. Please estimate the anticipated level of expense across broad cost categories.

Personnel	75,000
Equipment	7,000
Materials	4,800
Transportation	6,450
TOTAL	93,250

VIII. INVOLVEMENT

A. Does the transition services program utilize a community-based Advisory Board or Board of Directors to provide input and guidance to its operations?

Yes, the Business Advisory Committee provides input. The members are from a cross-section of business, education, community, and church groups.

B. Does the transition services program seek input and feedback from students and their families in an effort to provide a means of "student investment" in program operations?

Parents and students are asked to participate in the orientation program and attend the Business Advisory Committee. The teachers meet with parents at least twice during program activity and more often as needed.

C. Does the transition services program disseminate brochures or other public information concerning its operations and outcomes in the community?

Yes, the Business Advisory Committee is responsible for developing a public awareness program to disseminate information on local program activities, business contributions and special activities.

If so, please attach a copy of these publications.

none available at this time

D. What types of cooperative agreements, if any, exist between the transition services program and:

1. post-secondary educational institutions -

An informal agreement exists to attract our students to the technical programs at the institution.

2. vocational training institutions - none

EXAMPLE

3. city/county/state government - none

4. business and industry -

An informal agreement exists between employers on the Business Advisory Committee to assist in placement and counseling for career and post-secondary education.

5. vocational rehabilitation agencies -

None, but the VR agency has developed a technical assistance program to help provide employment information. Also, VR receives referral for service from our program.

6. adult service providers - none

7. independent living programs/centers - none

8. community-based service/advoc[illegible]rga[illegible]ions - none

9. other -

EXAMPLE

E. Has the transition services program provided training or other assistance to any other schools or agencies interested in implementing the program? no

If so, what is the organization, and where is it located?

F. Is there any reason to assume that the transition services program might not be transportable to another school or organization and produce similar results as have been documented in your agency? no

If so, please explain.

COMMENTS OR OTHER PROGRAM-RELATED INFORMATION YOU WOULD CARE TO PROVIDE:

EXAMPLE

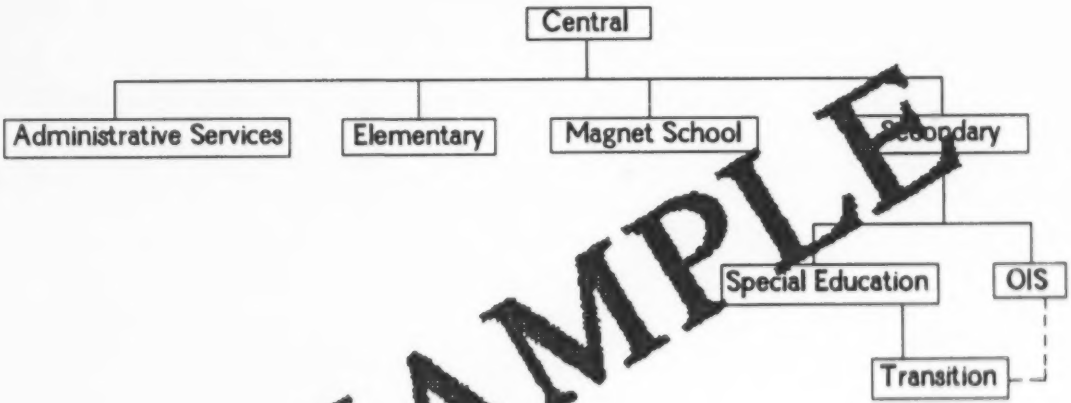
ALL THE INFORMATION INCLUDED ABOVE IS ACCURATE TO THE BEST OF MY KNOWLEDGE

	Transition Coordinator	03/03/92
Signature	Title	Date

RETURN TO: **Regional Rehabilitation Exchange**
Southwest Educational Development Laboratory
211 East Seventh Street
Austin, TX 78701-3281
(512) 476-2286 FAX
(512) 476-6861 Ext. 230 (Voice) Ext. 304 (TDD)

Chart for Question III C.

Clearwater Independent School District
Organizational Chart



EXAMPLE

SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
211 East Seventh Street, Austin, Texas 78701-3281
(512) 476 - 6861 (Voice/TDD)
FAX (512) 476 - 2286

BEST COPY AVAILABLE